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ABSTRACT

Designed as a component of a pilot career exploration project at Vale Middle School, Vale, Oregon, this guide is directed toward helping any school implement the concept of career education. The guide is divided into three sections. Section 1 offers ideas that give support to the background and justification for the concept of career education. The four basic components of career education are explained; this section also deals with the Oregon concept of career education and the importance of survival skills. Section 2 defines and describes career education in Vale School District #15. It explains how career education was first introduced, how Vale Middle School became a pilot school for career education, how the awareness program was developed, how the program was made possible, how receptive the program has been to the community, and the benefits derived to students. Section 3 attempts to combine all the experiences gained by District #15 in planning, developing, and implementing a career education program into a set of guidelines and suggestions for other districts. The appendix contains examples of curriculum materials, student career exploration questionnaire, evaluation of student needs assessment guide, evaluation of interdisciplinary guide, guidelines for advisory council for career education in District #15, workshop evaluation, community resource questionnaire on career education, evaluation of the community resource guide, and visitation questionnaire. (TA)

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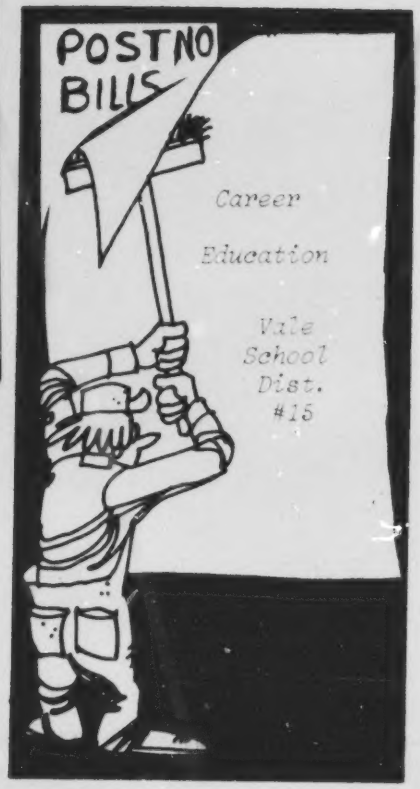

Implementation Guide To CAREER EDUCATION

Designed and Developed

by

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Designed as a component of a
Community Experience Based
Career Exploratory Program for
Vale Middle School and a
SIXCO Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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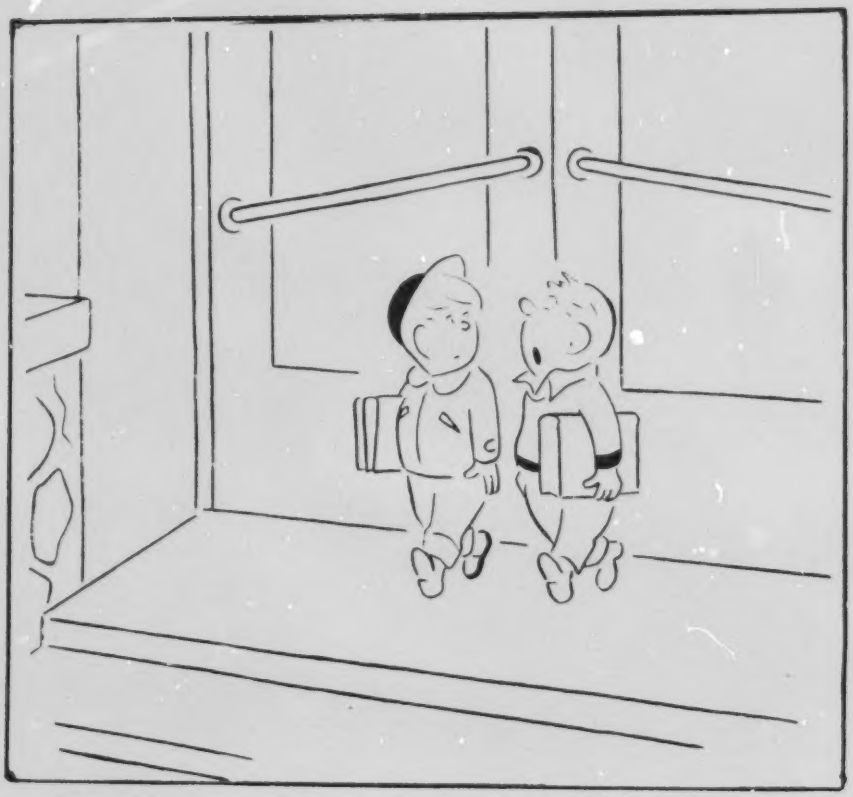


"SIX MORE YEARS OF THIS, FOUR YEARS OF HIGH SCHOOL, FOUR MORE YEARS OF COLLEGE, AND THEN A JOB. HOW DID WE EVER GET INTO SUCH A MESS?"

ACKNOWLEDGEMENTS

This guide represents the fourth major written component of the career education program in Vale School District #15. The other components being a Student Needs Assessment Guide, an Interdisciplinary Guide to Career Education, and a Career Awareness Guide.

The expertise of many people has made the completion of this guide possible. The entire staff has contributed to this document in at least three significant ways: 1) they have participated directly in the planning, development, and implementation of career education, 2) they are supportive of the concept of career education, and 3) they have supported the career education committees in many ways.

The career exploration committee--Jean Lewis, Doris Simpson, and Dex Miles--have exhibited a high degree of professional skill in developing the exploration program for the middle school. The same is true of Gail Bateman, Connie Cramer, and Willadean Huling--committee members for the awareness program at the elementary school. Their leadership, perception, and organizational abilities are of notable quality. Their contributions are appreciated.

The support of the Board of Education in all phases of the career education concept has been excellent. A special

thanks is extended to the Lay Advisory Committee for their approval and support of the concept of career education in the district.

Appreciation is extended to Mr. Frank Deymonaz, principal of the middle school and elementary school. The successful infusion of career education was made possible through his excellent leadership and direction in curriculum and staff development.

PREFACE

This guide was written for all teachers, counselors, administrators, board members, and others who are interested in students of all ages and in the curriculum experiences best suited to their needs. These people may be found in a large city school or a one room school; those with many years experience or those who are just beginning; one who is planning for a single class or one who is a member of a curriculum planning committee.

It must be recognized that education is no longer regimented to the teaching of a course of study prescribed by a given textbook. The more realistic concept of education requires much more. It requires a much broader knowledge of students, the way they grow, their interest, their emotions, their aptitudes, and the way they learn. It also requires that those at all levels, who are responsible for the education of young people have knowledge of and be able to expose students to the world of work. Can we refute the importance of being a good citizen, a good family member, an adequate economic provider, and a wise use of leisure time? The concept of career education offers the much needed component that will enable our school systems to offer more relevant education experiences for students than we have been able to do in the past.

This guide is directed toward helping any school implement the concept of career education. Its components and its contents are derived from a successful experimental program in career education in Vale School District #15 over the past three years. More importantly, its contents are based on nearly ten years of hard work and dedication on the part of the board, administration, staff, and community resulting in an educational program that is realistic, progressive, and attuned to change in the total interest of students.

This guide is written as a component of a "Community Experience Based Career Exploratory Program" for Vale Middle School. One of the unique realizations derived from this project was that the same ingredients that made the exploration program successful were also found in the success of the awareness program. Such important areas as philosophy, response to change, shared decision making, cooperation, and professional dedication permeate the district. They are not isolated in an individual school or staff. Therefore, this guide is designed as a resource for school districts as well as for a particular level within a district.

Section one offers ideas that give support to the background and justification for the concept of career education. The four basic components of career education are explained. This section also deals with the Oregon concept of career education and the importance of survival skills.

Section two defines and describes career education in Vale School District #15. It explains how career education

was first introduced, how Vale Middle School became a pilot school for career education, how the awareness program was developed, how the program was made possible through the efforts of many people, how receptive the program has been to the community, and the benefits derived to students.

Section three is an endeavor to combine all the experiences gained by District #15 in planning, developing, and implementing a career education program--as well as the pitfalls--into a set of guidelines and suggestions for other districts.

This guide is not a cookbook solution to be used by a district interested in developing a career education program. It does offer what we consider basic and necessary components for building and maintaining a good educational delivery system for students--career education being a vital part of this.

BACKGROUND AND JUSTIFICATION

INTRODUCTION

While many facets of education in America are constantly under criticism from various sources, the last two decades have seen the majority of criticisms channeled into two separate--but closely related--areas: too much college preparation and not enough applicable skills.

Critics have frequently said that too much emphasis has been placed on the college prep curriculum. A majority of the time and resources of education are being used to prepare students to enter college, while only a fraction of this effort is expended to help the students who are not college bound. This seems most unfortunate when one considers that of every one hundred children who enter junior high schools, thirty-five enter a four year college curriculum, and only ten of these people finish their course of study.

At the same time farmers, businessmen, and other community members are concerned that students are not being sufficiently exposed to the things they will need to know to become productive members of the community. Critics accuse schools of graduating people who lack basic skills necessary for problem solving in daily living. Often, it is said, these people are unable to use basic hand tools, balance their own

checkbooks, buy insurance, or even cook dinner without help. The few young people who do have salable job skills often lack human relation skills sufficient to hold jobs. In short, schools are failing at their appointed duty--to ensure that each graduate has a combination of skills necessary to function as a contributing member of the adult society.

Throughout the country, school and community leaders are attempting to meet and solve the above mentioned problems. For at least a partial solution these people are turning toward career education. Career education is a "common sense" concept. It calls upon schools and communities to provide educational experiences that will adequately prepare every student for successful participation in society in accordance with his own interests and abilities. To adequately meet the needs of students regarding career education, the school curriculum must be organized so that it is relevant, interesting, and meaningful to all students. It must also be aimed at meeting the demands of society as a whole--both now and in future years.

ACCOUNTABILITY

For some advocates, career education is also a response to the demand that educational organizations be held accountable for results. Accountability discussions focus on what people expect from the institutions that serve them. Individualization is being emphasized as a reaction against group treatments which make few allowances for widely varying living

and learning styles. There is much support for this position:

1. Most individuals have immense capacity for learning and doing. The average person is capable of processing greater amounts of information much earlier than traditional programming permitted.

2. Many people feel that such skills as coping, searching, creating, responding, and leading others are just as important as reading and computing.

3. Real experiences - touching, hearing, seeing, smelling, manipulating, etc. - are assuming equal status with textbooks as learning tools.

4. People have a strong interest in resolving their individual needs and concerns. Many people now value self-actualization and personal development as highly as they value monetary income.

5. Learning occurs best when needs are individually diagnosed and met. Learner and teacher, working together, can best determine strengths and weaknesses and decide instructional priorities. As the student proceeds in a carefully built learning program, progress should be continuously monitored and adjustments made as needed.

Goals and objectives should be clearly defined. Those who leave school should be able to demonstrate that specified objectives were met. Benefits and expenses should be reasonably comparable. Accountability advocates feel that, when possible, already available resources should be used to get maximum value. Parents, tax-payers, students, and staff should be involved in decision-making processes.

SURVIVAL SKILLS

An important goal of career education is attitude development. This goal includes attitude about self, attitude about others, and attitude about work and leisure time.

Ask almost anybody and you'll get a different set of specifics, however. The oft-criticized, traditional school program has been doing a fairly decent job of teaching values--which also parallels in many ways those employability factors that the world of work expects: 1) punctuality, 2) following directions, 3) neatness, and 4) clarity.

The three R's still hold top priority for most people in business. Without these basics, even vocationally prepared students fail. Employers devote untold resources for remediation and skill building to help employees overcome deficiencies in these areas. Yet the three R's are changing. Reading and writing, for instance, have expanded to include listening and speaking, comprehension, and overall communication skills.

Also included are the basic skills as being equivalent to "survival skills" as the list below indicates.

LIST OF SURVIVAL SKILLS

ability to express self
anticipating problems
being alert to safety
budgeting time
willingness to cooperate
desire for self-improvement
flexibility
following directions
getting along with others
good listener
honesty
initiative
knowing first-aid
loyalty to employer
manual dexterity
managing money
punctuality
responsibility
self-discipline
solving problems

DEVELOPMENT

Career education became of real concern to educational institutions in the early seventies; however, there is evidence that concern began to develop prior to World War II when the United States began a rapid transition from an economy based on agriculture to one based on industry and technology. As our nation became more technology-oriented, the demands for qualified people to fill newly created technical positions increased. Although there is still merit in advanced training, the demand for the traditional professional college education has given way to the demand for technical and service type skills. This turn of events has caught educational institutions in a lag in training and directing young people toward adult careers.

Not only are educational institutions faced with change in skill training, but they must also provide personal and career guidance experiences that will enable a young person

to select the proper career, cope with job pressures, and understand different life styles.

NATIONAL EMPHASIS

The concept of career education has captured the attention and support of the federal government. Over the past decade, large sums of money have been appropriated from the federal level to states and local communities to enhance the infusion of career education into training programs for young people.

Career education has been endorsed by nearly all major professional organizations. It is supported and endorsed by many large labor organizations and corporations, such as AFL-CIO, Teamsters, General Mortors, Chrysler Corporation, and others.

CAREER EDUCATION IN OREGON

Oregon is recognized as one of the leading states in terms of its response to--and success with--career education. Beginning with the initial design under past State Superintendent of Public Instruction, Dr. Dale Parnell, the concept has continued to find its way into all levels of the public school system, community colleges, and teacher training institutions. Career education continues to be supported by a competent staff under the direction of the present State Superintendent, Dr. Vern Duncan. Auxillary support and leadership comes from state and regional organizations, such as Oregon Council of Career and Vocational Education, Teachers Standards

and Practices Commission, and SIXCO in Eastern Oregon.

The Oregon concept. The Oregon Board of Education advocates that career education be provided in conjunction with other educational experiences. Upon graduation from high school, each student should have enough skills to become:

1. a responsible family member
2. a responsible citizen
3. an adequate economic provider
4. a good manager of leisure time

The Oregon Board further endorses the organization of career education into the following major areas:

1. Awareness (Grades K-6) Students are encouraged to recognize the role of careers and their relationships to family, citizenship, and avocation.
2. Exploration (Grades 7-10) Students explore the world of work, assess their own abilities and preferences, take a closer look at careers that appeal to them, and try some of the activities related to those careers.
3. Preparation (Grades 11-12) Students identify promising occupations and begin to make appropriate preparations.
4. Specialization (Post high school) Students go to work or choose a community college to specialize for a specific job. Other choices include apprenticeship, four-year colleges, and private schools.

VALE CAREER EDUCATION PROGRAM

INTRODUCTION

The career education program in Vale Elementary and Vale Middle School is in its third year of development. The growth, progress, and receptivity have been phenomenal. Even in its infancy this program has attracted the attention of educators throughout the Northwest--and beyond. The ideas and materials have been disseminated to such places as New Hampshire, Missouri, Florida, and Georgia. It is truly a response to an educational innovation of national significance, and in some cases it has surpassed those programs and ideas used as a model for its design.

Much of this interest shown by other districts has focused on the middle school exploration program, which has been a pilot program for the past two years. This program has been supported partially from state allocated funds. The district has an equally notable career awareness program for grades 1-6 that was developed almost entirely with local district funds and staff members.

This section deals with two basic issues. First is presented a description of the middle school program that existed prior to the advent of career education--its philosophy and its organization. A description is also presented of the methods used and materials developed to infuse the

concept of career education into the existing curriculum at Vale Middle School.

MIDDLE SCHOOL CONCEPT

The middle concept as a form of school organization began to emerge around 1950. Basically, it grew out of the concern of parents and educators that the typical junior high school program was patterned too much after high school programs, therefore failing to meet the needs of youngsters during their preadolescent years.

The middle school concept is a new approach to providing a unique set of experiences which are designed around the needs of early adolescence. It is not a high school in miniature. It is a new philosophy that recognizes certain changes and attempts to synthesize present advances in child growth and development into a modern program of instruction. One of its basic features is to cushion the abrupt change ordinarily experienced by a student moving from the elementary school, with one teacher in one room, to the high school, with many teachers in many rooms. The following are specific characteristics of the middle school concept and organization:

1. It can include any combination of grades above fifth and below ninth.
2. It provides flexible approaches to instruction, including team teaching, cooperative teaching, individualized instruction, and tutorial programs.
3. It is usually semi-departmentalized to include such areas as industrial arts, home economics, foreign language, art, music, typing, and basic academic subjects.

4. It discourages competitive athletics in favor of intramurals.

5. It provides a guidance program with capability to meet the needs of the age group involved.

VALE MIDDLE SCHOOL CONCEPT

Vale Middle School includes grades 7-8, with ten staff members and one hundred ninety students. It is semi-departmentalized with a homeroom period which is used primarily for guidance. Other course offerings include math, science, social studies, language arts, physical education, health, music, occupational arts, and concumer/homemaking. Two periods per day are devoted to electives or activity periods.

In terms of philosophy, the middle school is characterized by the following premises:

1. A belief in and practice of a student centered curriculum--the student is placed first in all major decisions.

2. Staff philosophy is aligned with the upper elementary level rather than secondary.

3. Staff cooperation is excellent--no departmental jealousies, ivory tower, or sacred domains.

4. The administrative and board philosophy concerning leadership and authority is that of shared decision-making. The staff has considerable input into areas of policy development and curriculum planning as well as other phases of the total school program.

5. There exists a high level of trust, confidence, and mutual respect among and within all departments.

6. There exists a fair but firm atmosphere that minimizes student discipline problems. There is excellent rapport between students and teachers.

7. Guidance is considered the responsibility of everyone.

8. Student evaluation is based on parent conferences and progress reports as opposed to grades and report cards.

9. Other important attributes of the program and philosophy are:

   a. team planning and teaching

   b. variable student grouping

   c. extensive use of multi-media

   d. flexible scheduling

   e. emphasis on relevance

   f. emphasis on assessment and evaluation

   g. emphasis on career education

INFUSING CAREER EDUCATION

The infusion of the concept of career education into the organizational pattern described above required that the staff and the administration devise and implement a plan that would deal with existing subject matter areas, the guidance program, activity periods, occupational activities (industrial arts), consumer/homemaking (home economics), and community involvement. Precluding this implementation were numerous activities of staff readiness, including in-service, visitations, college-level classes or courses, research, and many others. These will be given more attention in a later section of this guide.

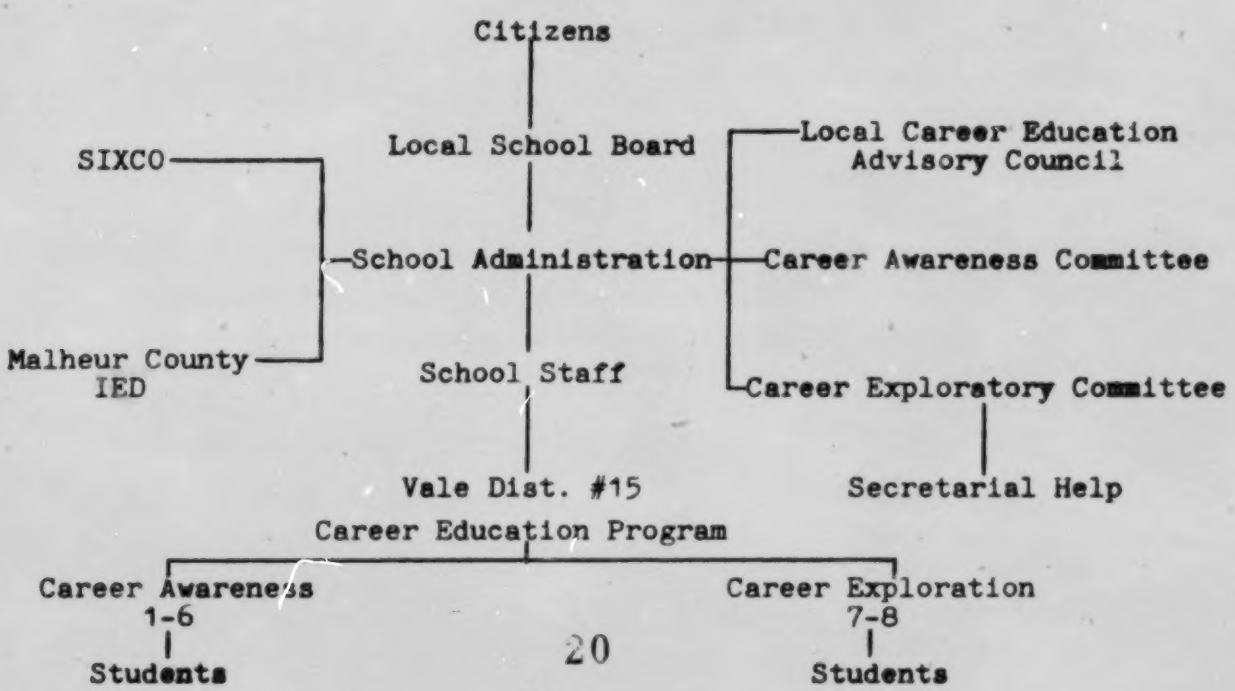
IMPORTANT RATIONALE

"Every experience provided in the educational environment must, in some relevant way, be aimed toward preparing students

for successful roles as economic providers, good citizens, family members, and managers of leisure time. If we, as educators, cannot truly relate the students' daily activities to this basic premis, we are falling short of an important commitment to our young people." This idea formed the basis for the development of the career exploration program at Vale Middle School.

The Vale program was developed--and is working--through the joint efforts of many people, as the chart below indicates. It has been given total support from the administration, teaching staff, classified personnel, School Board, advisory committee, and community. Student reaction to the program has been favorable.

INVOLVEMENT CHART



IMPLEMENTATION PROCESS

Once the necessary ground work was laid for the program, which included all those listed on the involvement chart shown above, it then became the responsibility of the staff, staff committees, and the administration to create the methods and resources necessary for the implementation of the concept into the curriculum.

INTERDISCIPLINARY APPROACH

One of the basic commitments established from the outset was that career education was to be the responsibility of everyone--all teachers, subject areas, and all departments. To help teachers in all areas implement the concept of career education into subject matter areas, an Interdisciplinary Guide to Career Education was developed. This guide was developed to meet the following student needs:

1. To enable students to relate all school activities and subjects to real-life situations.
2. To provide students with the opportunity to discover possible job choices related to all subject areas.
3. To provide experiences that will expose students to a full range of occupational opportunities.
4. To help students learn that related skills can be used in a variety of careers.
5. To help students become familiar with vocabulary terms basic to many occupations.
6. To help students become aware of their own interests, abilities, and skills and learn how these relate to life roles.
7. To help students become aware of the life roles--citizen, family member, economic provider, and manager of leisure time.

8. To expose students to the many job opportunities within their own community.

9. To expose students to a number of careers by means of field trips.

10. To provide opportunities for students to learn about people in various careers through visitations to school by community resource people.

11. To expose students to the cluster concept.

12. To provide students with the opportunity to use basic tools and equipment associated with various broad occupational fields.

13. To help students learn to use basic hand tools commonly used by everyday citizens.

14. To develop an awareness of relevant factors in decision-making.

For each basic subject area offered in the middle school program, the guide presents an exploratory cluster chart which suggests a variety of jobs and occupations that can be related to a subject area. Following the chart several suggested activities are provided which give teachers ideas for infusing career education into daily classroom activities. A sample of the exploratory cluster chart and activities is included in the appendix on pages 62 and 63.

GUIDANCE — CAREER AND PERSONAL

Training today's students for an occupation is not enough. Our technology is advancing so rapidly that many occupations will be phased out by machines and will be ultimately replaced by occupations needing new and entirely different skills. Experts state that the bulk of today's teenagers will have to train for five different occupations

in their working lifetime; therefore, it is necessary that we help them gain skills that will keep them flexible. They need to be continuous learners with the ability to adjust to new situations and to get along with their fellow workers.

In order to infuse the concept of career guidance into the general guidance program at the middle school the staff developed a Student Needs Assessment Guide. This guide has become the foundation of the total guidance program. The major purpose of the SNAG is to provide teachers with an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and future roles in the adult world. The guide provides many activities designed to help students:

1. Discover their own interests, abilities, aptitudes, potentials, and values in relation to the world of work.
2. Discover the importance of communication skills, academic skills, and decision making skills in relation to their role as adults.
3. Discover the world of work through real and contrived experiences.
4. Accurately associate their inner assets with the requirements of good citizenship, family responsibilities, use of leisure time, and economic proficiency.

The Student Needs Assessment Guide was developed to implement the following goals:

1. To help students become aware of the importance of self.
2. To help students strengthen and/or improve self-confidence and self-image.

3. To help students develop a greater understanding of interpersonal relations.

4. To help students discover, clarify, and develop their value systems.

5. To help students appreciate the importance of decision-making.

6. To help students become aware of their own occupational potentials.

7. To help the students understand themselves more fully in terms of choosing careers.

8. To help students develop positive attitudes toward the world of work.

9. To help students develop skills necessary for gaining employment.

10. To help students understand job requirements.

11. To help students understand the cluster concept.

12. To help students become aware of changing trends in the future.

13. To help students understand how to maintain employment.

14. To help students appreciate the importance of hobbies and leisure time activities.

To help the teacher achieve the desired goals, the SNAG suggests: 190 activities, sixty-one films, twelve filmstrip sets, nine kits, five sets of transparencies, and a set of tapes. It is not necessary that all these activities be used; it is left to the teacher to determine which activities would be most appropriate to his/her class or to individual students. A sample activity from the SNAG is presented in the appendixx on pages 64 and 65.

PROVISIONS FOR LEISURE TIME

Since one of the four components of the career education concept is preparing young people to use and enjoy leisure time, the staff of Vale Middle School developed a component of the curriculum known as activity classes. These classes are based on three criteria: 1) student needs, 2) student interest, and 3) staff capability. While these classes have some structure, teacher expectations are not as rigid as those in core subjects. Also, students are allowed to choose their own activity classes.

Most of the activity classes are held for twelve week periods. The exceptions are band, choir and typing. The activity classes stress leisure time activities as well as job opportunities. Although classes may be added or dropped at the end of any twelve week period, the following list identifies those classes currently being offered:

ACTIVITY CLASSES

art
band
calligraphy
choir
drama
fly-tying and survival
guitar
home maintenance
library club
math games
occupational arts
photo club
physical development
rocketry
ecology and science club
typing
weight lifting
spelling

ADDITIONAL CURRICULUM COMPONENTS

Prior to the advent of career education Vale Middle School made no specific provisions for industrial arts or home economics. Since other components of the middle school had been designed to escape the unpopular label of traditionalism, the same held true when programs in these areas were developed. Industrial arts become known as occupational activities. Home economics became consumer/homemaking. Both of these areas are considered as basic subjects along with math, science, language arts, etc.

Occupational activities. This program is a modified version of the Occupational Versatility Program found in several school districts in the Northwest. Modifications were made that adapted the concept to fit the needs of students at Vale Middle School. Its basic purposes are to enable students to:

1. Learn basic principles related to the origin and use of different forms of energy and materials.
2. Learn to use basic hand tools and machines.
3. Explore the world of work through related occupations.
4. Gain a variety of hands-on experiences.
5. Gain pre-cluster experience prior to entering high school.

The program is headed by a teacher who is both student and career education oriented. It gives equal emphasis to boys and girls and is required of all seventh graders. The following areas are currently available to students:

1. electricity
2. electronics
3. graphics
4. lapidary
5. leather craft
6. small engines
7. welding
8. wood working
9. plastics

Consumer/homemaking. This part of the curriculum is a changed and modified version of the traditional home economic programs found in junior and senior high schools. Not only was the name changed, but other changes were also made to escape being labeled a "stitch and stew" class.

The curriculum is designed for boys and girls at the eighth grade level and is headed by a teacher who is also both student and career education oriented. It features hands-on experience, and it is designed to provide manual skills and knowledge. One of its main purposes is to provide a base for exploring jobs and occupations related to consumerism and home management. The program content is organized to include the following pre-cluster areas:

1. clothing and textiles
2. food service
3. child care
4. health occupations
5. institutional and home management
6. general clerical
7. bookkeeping and accounting
8. basic marketing
9. agriculture and forestry

COMMUNITY INVOLVEMENT

The career education program in school district #15 was developed with the aid of a lay advisory committee. It is supported by the community financially, and community members are actively involved in its function and operation.

A basic component of the career education program is community involvement. A resource file was produced that contains information on some twelve hundred people and locations in the community that provide contacts for students to gain first hand experience with the world of work and the people who now fill these important roles.

Teachers can use the resource file to locate guest speakers, arrange field trips, or find information about other types of community resources to aid in the infusion of the concept of career education into daily learning activities. A sample resource card is included in the appendix on page 66.

FACILITIES

"What do we need?" and "How much will it cost?" are usually the first questions asked when a career education program is proposed. The range of possibilities is apparently endless.

Like most of these questions, there are several points of view. One school of thought says, "Try to create everything you need in a gleaming school facility, hire the best personnel, and get the latest equipment--preferably donated."

Another says, "Try to use what is already available in the area--like an abandoned building that could be remodeled and employees who are willing to donate their space, their equipment, their materials, their expertise, and their time."

The first alternative naturally costs a great deal, but it allows for carefully controlled learning conditions. The second costs less, yet is probably more effective because it uses equipment and know-how common to the real world of work. The headaches and the risks, however, are often greater. A third alternative is to expand the cooperative education concept and see how far the community is willing to go in providing everything that is needed.

Vale project. Fortunately Vale Elementary District #15 had an empty 32' by 60' building on the middle school grounds. In order to have a fully operational career exploratory program a decision was made to remodel this building along with a large multi-purpose room found in the middle school building itself. The availability of this space gave Vale a real advantage over other districts where lack of housing for expansion of career education programs presents a deterrent to program development. Floor plans for remodeled areas are found in the appendix on pages 67 and 68.

MATERIALS DEVELOPED

One of the conditions of being a pilot program in career education was to develop a total model including materials

that could be disseminated to other districts. The following materials were developed in addition to numerous printed units and activities.

Sound-slide series

1. Interdisciplinary approach to career education
2. Field trip - interdisciplinary approach
3. Occupational activities class
4. Consumer/homemaking class
5. Over-all view of how program was developed

Written materials

1. Student Needs Assessment Guide
2. Interdisciplinary Guide
3. Guide for development and implementation of Career Exploratory Program

EVALUATION

If programs are to be ongoing and effective they must be systematically evaluated and updated. This was a vital part of the Vale career education project. The following instruments are included in the appendix as points of reference for those needing ideas relating to the evaluation or assessment of different program components.

1. Student Career Exploration Questionnaire--appendix pages 69 and 70
2. Evaluation of Student Needs Assessment Guide--appendix pages 71 and 72
3. Evaluation of Interdisciplinary Guide--appendix pages 73-75
4. Guidelines for advisory council--appendix pages 76-81

GUIDELINES AND SUGGESTIONS

INTRODUCTION

The ideas and suggestions presented in this section should provide the greatest benefit to those who are just beginning a career education program or those who need reassurance for continuation of a program in progress. This section concentrates on the major components that must work in harmony if any program, including career education, is to emerge or survive.

ASSESSMENT AND EVALUATION

Before beginning any new program it is necessary to determine on what basis the program is to be developed; therefore, an assessment must be made. Evaluation is a necessary element. It enables us to determine how well we do what we set out to do and what changes are necessary to maintain efficiency in our efforts. The following information is offered to aid in the assessment evaluation of career education.

Long-range plan. Planning provides necessary ensurance that career education programs can be implemented, upgraded, and properly maintained. Through planning, an effort should be made to determine needs, set goals, determine resources, and establish implementation procedures to meet the needs of

students and community.

_____ 1. Do you have a long-range plan for career education?

_____ 2. Does your career education long-range plan and the school philosophy support one another?

_____ 3. Have you identified the problems and needs in setting up a career education program?

_____ 4. Have objectives been written that reflect the needs of the students, school, and community?

_____ 5. Has a time line been developed to give direction for accomplishing segments of the program?

_____ 6. Is the plan a joint effort of the school board, administration, staff, and advisory personnel?

Personnel. The school staff is the key element to a dynamic, ongoing educational program. It is vital that the total staff maintains pace with changes in society and assumes the responsibility for professional growth.

_____ 1. Do you provide inservice training in career education for your staff?

_____ 2. Does your school administration require staff members to be certified for their area of responsibility?

_____ 3. Is coordination and direction provided for each part of the career education program?

_____ 4. Are there provisions for extended contracts where needed?

_____ 5. Are funds available for developing new educational programs?

_____ 6. Are funds available for teachers' improvement through additional college courses?

Advisory committee. Career education programs need to reflect the occupational world and community needs. Advisory committees are relied upon to assist in planning and keeping programs current to the requirements of the world of work.

_____ 1. Do you have a functioning advisory council?

_____ 2. Do you have functioning teacher committees for each area of career education?

_____ 3. Are the duties and responsibilities of the advisory council outlined in writing?

_____ 4. Does the advisory council represent a wide spectrum of your community?

_____ 5. Are there regular meetings of the advisory council and the various career education committees?

Curriculum. The curriculum should reflect relationship between subjects taught and possible career goals selected by students. Resources, methodology, and teachers' efforts need to be combined in a setting flexible enough to accommodate students with varied interests, abilities, and attitudes.

_____ 1. Does your career education program have a written philosophy?

_____ 2. Does each career education level have a written course of study?

_____ 3. Is staff time provided for planning and upgrading your career education programs?

_____ 4. Are community resources being utilized in career education instruction?

_____ 5. Do the various schools in your district work for career education program articulation?

_____ 6. Do you have interdisciplinary activities functioning between career and basic-general education?

_____ 7. Are the students exposed to self in relation to the world of work?

_____ 8. Are the students exposed to work in relation to their community?

_____ 9. Are the students exposed to broad families of occupations?

_____10. Are experiences provided, real or simulated, that represent a cross-section of the world of work?

_____11. Are students able to observe workers and work situations?

_____12. Are teachers involved in planning career education programs?

_____13. Is effective and extensive use made of community business and industry for awareness and exploratory career education programs?

_____14. Are there a variety of learning experiences for any given career education concept?

_____15. Are remedial and advanced career education learning experiences available as needed?

_____16. Have specific areas within the curriculum been identified that could successfully be taught by a particular discipline?

_____17. Have the school administration and teaching staff implemented the interdisciplinary approach to career education within the school?

_____18. Does the school have an effective career guidance program?

_____19. Has the school a planned procedure for the progression of students through the career education program 1-12?

_____20. Are adequate facilities, equipment, and resources available and sufficient to carry out the career education program?

Financing. Adequate resources are required to carry out a quality career education program.

_____ 1. Does the school have an operating budget to support the needs and priorities established in a long-range education plan?

_____ 2. Do the administration, instructional staff, and advisory personnel operate as a team in developing the budget?

_____ 3. Are personnel, facilities, supplies, equipment, and supportive services adequately financed to carry out the career education objectives?

_____ 4. Has money been provided for future curriculum change and development?

_____ 5. Are adequate funds available for in-service training?

Community relations. Involvement of individuals and organizations within the community maximizes the effectiveness of the career education program.

_____ 1. Is there a functioning public relations program utilizing a variety of methods in alerting the community to career education programs?

_____ 2. Does the school provide facilities and equipment for use of community organizations?

_____ 3. Does the school have provisions for expressing appreciation for community support?

Administration. Administrative leadership and commitment are required to develop and maintain a quality career education program.

_____ 1. Has a person or persons been identified and given the authority and responsibility of administering the career education program?

_____ 2. Have the school board and key administrators endorsed the career education program?

_____ 3. Do decision makers consider the advice and recommendation of the advisory council?

_____ 4. Do decision makers utilize the long-range career education plans in determining priorities and financing career education programs?

IMPORTANCE OF A PHILOSOPHY

Nothing is more vital to the stability and progress of a school district than having a well-developed philosophy, that is understood and supported by everyone. With this type of philosophy anything is possible: new programs can be developed and implemented, new directions can be taken without a great deal of controversy--the sky is the limit. Without a sound

philosophy not much progress is made, new developments are never recognized, and new programs begin and die without anyone really knowing why.

Very simply stated, a philosophy is a master plan developed by all members of a district or school that enables and commits everyone to proceed in the same direction. It is built on such basic concepts as trust, confidence, mutual respect, understanding, shared decision making, and above all professional dedication.

This kind of philosophy places increased and continuous responsibilities on all who are involved in the educational process. The following are more examples of conditions implied by or needed by this kind of philosophy:

1. Commitment to students
2. Input from everyone
3. Positive attitude displayed by all
4. Cooperative problem solving
5. No ivory towers or departmental jealousies, no sacred domains
6. A "We," not "My," attitude prevails
7. There is evidence of shared responsibility
8. Everyone is considered equally important
9. Unselfish giving of time and effort
10. A humanistic approach
11. The "family" or "company" concept prevails
12. Good lines of communication

BASIC REQUIREMENT FOR INNOVATIONS

When any new program, idea, or concept is introduced into the public school system, there are generally two basic types of reaction on the part of educators--those that are in favor of the innovation, and those that oppose it. Those who favor are usually receptive to change, willing to learn, and approach the issue with an open mind. They display a positive attitude and will use their energies to support the new program.

Those who do not favor the issue are generally not receptive to change nor are they willing to approach the issue with an open mind. They display a negative attitude and use their energies to resist the issue. Resistance or support may appear in any major component of the district or in the district as a whole -- career education is no exception.

The basic requirement for any district, administrator, or teacher desiring to begin a career education program is a positive attitude and a willingness to change.

Many times the excuse is used "we cannot begin a career education program because of lack of funds, a shortage of supplies, equipment, materials, or facilities."

It is true that, in some cases, these reasons may apply to the long-range progress of the program; generally, wherever a group of students and a teacher are together in a learning situation, career education can begin. All it takes is a change of attitude, redirection of emphasis, and setting priorities to ensure that students are provided activities

that will provide self-understanding and an understanding of the world of work--a "Who Am I? Where Am I Going?" approach.

Career education does not negate the basics of the academics. It does not separate college bound from non-college bound. It does bring relevance to the teaching-learning atmosphere. Most important, it can begin in the first grade classroom, in music, physical education, in a high school chemistry class, or in a welding shop.

Those who refute the validity and necessity of career education are either uninformed or unwilling to become informed. The supportive evidence now available in so many forms leaves little doubt that career education is important and is here to stay.

A CASE FOR THE INTERDISCIPLINARY APPROACH

The advent of career education produced a new set of terms and definitions to the school curriculum. Also, in similarity with any new concept or innovation, these terms have different meanings depending on who uses them in what situation. The interdisciplinary approach as used in this guide refers to a set of ideas, concepts, and practices that could be applied to any innovation, change, or existing practice. Specifically, it means that career education is staff responsibility--at every level, in all programs, involving all people in the educational setting.

The following are some of the basic considerations necessary to ensure success in developing a career education

program. These concepts apply equally to elementary and secondary programs. The changes advocated by this philosophy and concept of career education are those that should have been applied long before the advent of career education; the difference is that these practices are demanded if the interdisciplinary approach is to be successful.

Responsibility. Career education is the responsibility of everyone. It cannot, and should not, be assigned to one specific area, person, or subject. It is as important to the math student as it is to the student in music. It is just as important in agriculture or electronics as it is in dramatics, physical education, or literature. Therefore no teacher has more or less responsibility; instead, everyone has equal responsibility. It is just as much the responsibility of high school teachers as it is teachers at the elementary or middle school level.

Common philosophy. The interdisciplinary concept demands that a common philosophy exist or be developed. This may apply to a total district, or an individual school. It simply means that there is unified agreement among people concerning education and specific issues, idea or innovations--that those responsible for the education of students are all going in the same direction and have well laid plans for doing so.

Barriers and domains. Career education and specifically the interdisciplinary concept advocates the breaking down of barriers and domains. It disproves the traditional practice

of dominance by any department, level, or person. Everyone must be a specialist and a generalist depending on the needs of the student. No one person or department is more important than any other. It is important and necessary that all persons and departments discharge the proper quantity and quality of performance to make the concept develop and the organization function effectively in the interest of students.

Student centered concept. It would seem difficult to refute that the primary purpose of those engaged in public school work is to provide the best possible education for students. If this is true, we cannot be subject oriented: we must be student oriented. This applies equally to high schools, junior high/middle schools, and elementary schools. The interdisciplinary concept requires that the philosophy of the staff, especially classroom teachers, be student centered and that this philosophy be put into effect daily. Neither subjects, nor schedules, nor periods of the day, nor any other barrier should loom large enough or important enough to impair the practice of placing the student first in all activities and endeavors.

Total staff member concept. Another important aspect necessary to make the interdisciplinary approach work is to have total commitment of staff members--both individually and collectively. This idea is related to the concept of barriers and domains. In a particular building every teacher has general, as well as specific, responsibilities. Student control, discipline, positive attitude, cooperation, and loyalty

are just as important as skill in a particular subject matter area. One cannot say, "It is not my concern," "They are not my students," "It is not my department."

Relevance. If every experience provided for students in the school setting is not in some real way aimed toward preparing them for successful roles as economic providers, citizens, family members, and managers of leisure time, we are falling short of our commitment as educators. Career education advocates relevance, practicality, and sense of purpose. It becomes necessary that we set priorities that will benefit students most.

Infusion vs. isolation. The interdisciplinary concept makes it both necessary and possible to interweave career education activities and experiences into every subject area or school activity. It does not require doing different and additional things as much as doing the same things differently. Again, career education is a setting of priorities in a well-planned educational environment.

Public relations. The interdisciplinary concept is an excellent means of getting all teachers involved in the public relations act. As teachers in all subject areas get involved with career education, the program becomes interdisciplinary. One vital part of career education is bringing adults and students together through visits to school or visits outside the school setting. This brings teachers, parents, and students together in a cooperative effort on behalf of the student.

Protection against turnover. Because the interdisciplinary concept is a sharing of the responsibility rather than the isolation of responsibility, the career education concept will not suffer a major setback if one person leaves. If a true interdisciplinary concept is in operation and a philosophy established at all levels, no single person or department will keep the program from progressing--be it the superintendent, a principal, department head, coordinator, or teacher.

ROLE OF ADMINISTRATIVE STAFF

The administrative staff must provide the leadership necessary to develop and implement career education programs just as they must do with any other change or innovation. Eventually all major changes should become a joint effort on the part of the administration and staff. While it is not impossible for major innovations and changes to originate at the staff level, it is a generally accepted fact that initial leadership and continued developmental leadership should be present from the administrative staff. The remainder of this section makes some important suggestions to administrators concerning career education.

Superintendent. The superintendent of a district--large or small--is considered the executive and educational leader in all phases of the school district. He is in a key position to make things happen. The following suggestions

are ways, means, and responsibilities of the superintendent in developing a career education program:

1. He must be committed to the idea. If he is not your district is not ready for career education.

2. If he does not understand the concept, he has the responsibility to investigate the idea until he is well informed.

3. If he is committed he must state this belief to his administrative staff and to the teaching staff. He cannot "ride the fence."

4. It is his responsibility to convince the administration of his district that the idea is sound. This may be done, first, by his own initiative to become informed. He must also provide opportunity for administrative staff and teaching staff to become informed through inservice workshops and conferences.

5. He must take the initiative to convince the school board that career education is an important issue. He must expose them to sufficient career education programs and concepts to convince them. If school boards are informed they are easier to convince.

6. The superintendent can: relate findings from literature and research, show films, etc. at board meetings, have state department personnel visit with the board, take the board members on visitation to successful programs, and have staff members and community members attend board meetings for support.

7. He must make realistic financial projections to the board that will gain their financial approval of career education.

8. He must keep the public informed through meetings, news media, etc.

9. He must provide projection to the board concerning personnel, facilities, equipment, transportation, travel for staff, library resources, and others.

10. He must ensure that a board-staff policy is developed at the earliest possible date that spells out the direction to be taken and a policy that commits everyone to this direction.

11. He must help select and work with lay advisory committees and other committees designed to implement

career education.

Principal. If there is proof that career education is not a curriculum matter, it has not been presented. Also, one of the major roles of a principal has been, and will continue to be, that of curriculum development. The principal can play a vital role in the development or demise of career education. He has the same role at the building level as the superintendent does at the district level. The following are examples:

1. The principal must be informed and committed. If he is not, career education will never prevail in his building. If the superintendent attempts to implement a career education program the principal has a responsibility to support the career education concept.
2. He must provide strong leadership in convincing his staff that career education is a worthy idea.
3. He must use his skill in selecting key staff members to serve on committees.
4. He must provide for financial and moral support.
5. He must support and encourage visitations to other schools by his staff members.
6. He must provide local inservice for his staff through many kinds of media--films, literature, speakers, etc.
7. He must keep a positive line of communication between his staff, the superintendent, advisory committee, board and community.
8. Once committees are formed the principal must provide skillful leadership in the role of a facilitator for ideas, logistics, etc.

Counselor. Counselors can play a vital role in developing a career education program if their talents are used properly. In some cases counselors have been given the major role of

developing a career education program. In many, and perhaps most, cases this is an administrator's way of "ducking" his committment to curriculum development or staff leadership or--specifically--career education. Counselors neither have the time, leadership capability, nor authority to take on and see through to completion the development of a career education program.

Coordinators. Career education coordinators, curriculum directors, counselors, and department heads can only be as effective as the principal or superintendent with whom they work. There is little that these people can do to help a teaching staff if the staff knows the principal or superintendent is opposed or lukewarm toward the proposed change.

To begin with, these people should not be assigned roles for which they are not prepared. When they do accept new roles, it is the responsibility of the administrator and staff to give them positive feedback and support toward the accomplishment of their assigned task.

ROLE OF THE SCHOOL BOARD

School board members must be considered the single most important administrative group in the structure of a school district. One of their roles is that of policy-making for the school district and community. Another important role is that of representing the community in terms of the educational program and the finances necessary for its operation.

There is little disagreement that finances for existing programs are difficult to obtain, and money for new programs is at a premium. This does not suggest that new programs cannot be developed. It does mean that the school board must be well-informed about a new program before it can recommend the program to its constituents. This is the case with career education.

Functions and responsibilities. The following are some important functions of the school board and responsibilities of administration and staff toward the board in terms of career education:

1. The superintendent specifically, and other administrators and the staff in general, must assure that the board understands the concept and importance of developing a career education program.

2. The superintendent should almost deluge them in evidence of the need for career education.

3. He should invite speakers to the board meeting, arrange visits to other programs, and have board members talk to other career education oriented members.

4. The superintendent and staff should present realistic projections to the board about project costs, facilities and personnel needs.

5. Everything presented to the board must be related to benefits to be derived by students.

6. The development of a career education program, as with any other program, calls for a two-way responsibility to do everything possible to ensure that the program becomes a reality.

7. In summary, the board, staff, and administration become partners in planning and implementing a career education program.

TEACHING STAFF

Regardless of the effort put forth at other levels to develop and implement any idea, concept, or program, the support of the classroom teacher must be strong; otherwise, success will be limited. It is, therefore, the responsibility of the board, superintendent and administrative staff to make every reasonable effort to convince and prepare the teaching staff for the change anticipated.

Conversely, if all other important aspects are present and provided, classroom teachers should not reject the idea because it advocates change of routines, schedules, planning procedures, and teaching styles, or because it means a break-away from a traditional approach in general.

Time--there's never enough. Did you ever stop to think how your time is allocated in a typical week? How many hours are devoted to your job, for instance, as opposed to how many are spent applying skills as a consumer, as a family member, or as a user of leisure time?

Time is a big variable for teachers. They are already overburdened with demands for updating the curriculum, meeting individual student needs, planning with peers, attending inservice development classes, and participating in teacher organization activities. Teachers resent time-consuming additional tasks, but they will usually commit themselves to high-payoff activities that open more doors for students. The following information points out the importance of establishing career education as an important

curriculum component and the importance of arranging teaching priorities, on a daily basis, to accommodate the concept. Other less important--less relevant--activities must give way to career education. Very specifically, "where there's a will, there's a way."

Consider the following model as a typical work week and see how closely it fits your individual schedule. Yes, some elements may overlap. Add, modify, or ignore categories as you wish.

Job	How much of your average 168 hour week is spent concentrating on tasks that translate into money (doing it as well as worrying about it)?
Housekeeping . . .	How much of your week is spent keeping the household together? (That means things like cooking, cleaning the attic, mowing the lawn, washing the car, changing diapers.)
Citizenship	How much of your week is spent in school board responsibilities, church activities, youth club leadership, civic-fraternal-professional organizations, or volunteer work?
Leisure	How much of your week is spent just doing what you want to do (reading for fun and information, watching TV, hobbies like sewing, woodworking, fishing, recreation like golf, poker, handball, riding through the countryside, window shopping)?
Sleep	If you're lucky....

Also, compare your schedule with the following model. How much time left for:

Getting around . .	Commuting to work, driving to the store hauling kids to Scout meetings.

Staying alive	Keeping the body together (eating, bathing, getting hair cut, sitting in a dentist chair.)
Personal or family management	Handling family business and personal finance (paying bills, buying a refrigerator, balancing the checkbook.)
Community responsibilities . .	Writing a congressman, discussing a political viewpoint, arguing a zone change.
Getting along	Interacting informally with relatives, neighbors, and friends (over the fence, at a party, at Grandma's.)
Reflecting	Pausing, thinking, dreaming about nothing in particular.
Total	168 hours

If after considering the amount of time needed to develop a career education program and the time involvement of staff members, you still feel your best option is to develop a career education program designed for your community, begin developing your own time chart.

Preparation for change. Preparation for change calls for the discharge of certain responsibilities from both administrators and teachers. The following are ideas and suggestions that should help one to become informed of and support career education:

1. Read professional materials relating to career education.
2. Become familiar with new library media.
3. Attend workshops and conferences when requested or permitted to do so.
4. Cooperate with staff committees and respect their recommendations.

5. Make a serious effort to cooperate with the new plan as daily teaching activities are conducted.

6. Attend and take seriously any local inservice workshops provided.

7. Initiate discussions with fellow staff members in a positive manner concerning career education.

8. Impart a positive image to parents or community members.

9. Seek help from a department chairman, supervisor, coordinator, fellow staff member or principal when questions arise.

Administrative role. Administrators can help prepare the staff for career education in the following ways:

1. Make available research and literature relating to career education.

2. Plan inservice workshops using speakers, films, filmstrips and other media to reinforce ideas or provide basic information.

3. Plan, locate and encourage teachers to take college classes, extension courses, etc., dealing with career education.

4. Plan visits to other schools where career education programs are in operation.

5. Schedule speakers and consultants from the state department for staff meetings.

6. Use the expertise of a regional coordinator or the local I.E.D. office.

7. Provide released time and funds for staff members to visit other school programs or even national conferences.

Staff committees. Perhaps the most critical decision an administrator will have to make when planning a career education program is the selection of a committee of key staff members. This has been emphasized earlier but bears repeating. A major change of direction is nearly impossible

to make without some real input from the teaching staff. In fact, it may be considered a foolish attempt.

There is no doubt that teachers communicate and cooperate with fellow teachers better than with administrators. The proper selection of committee members can produce the needed energy and cooperation to make things happen.

The following are ideas that should be of value to any administrator when selecting a committee of staff members to help develop a program in career education:

1. Select career oriented teachers.
2. Select persons with a cooperative attitude.
3. Select persons who are career education oriented or willing to become so.
4. Committee members must have leadership ability.
5. They must possess good communication skills and be able to listen as well as express ideas.
6. They must possess good organizational and planning skills.
7. Select persons who have a realistic philosophy of education.
8. Select staff members who are likely to remain in the district until the project is completed.
9. Select persons who are loyal to the district.
10. It is important that these people have a realistic understanding of the employee-employer relationship.
11. Select persons who are respected by other staff members--someone to whom they will listen.
12. Select people who are flexible thinkers.
13. Select people who are student-centered.

Administrative support. When the staff committee is selected, it becomes an important responsibility of the administrator to provide everything necessary to enable the committee to function. The following are suggested ideas:

1. Provide a reasonable rate of pay, especially if work is to be done beyond the scope of the school day.
2. Insure that the committee understands the tentative and long-range plans of the project undertaken.
3. Provide released time with pay for committee members to do research, visit other schools, meet and discuss program philosophy.
4. Provide special inservice as needed.
5. Provide for all logistics such as supplies, materials, work space, secretarial help, etc.
6. Provide continuous leadership, praise and encouragement to the committee.

Workshops and meetings. Perhaps your particular school district is just beginning to think career education. Perhaps you are a new teacher, principal, superintendent, career education coordinator or counselor. Also, your particular district or school may be in the process of developing a career education program.

Workshops provide excellent opportunities for sharing ideas and materials with others. They can be presented locally or found in other localities. They must be arranged in advance, and the presenters must have a good written idea of their purpose.

People attending a workshop would like: 1) to see a visual presentation showing concepts of a particular program, 2) to see guides or other written materials developed and used

in the program, 3) to participate in some actual activities. 4) to receive written materials that can be used later, and 5) to talk to the people involved in program development for which the workshop is designed.

The following is a sample outline developed to help organize workshops relating to career education in the Vale Middle School project:

I. Preplanning
   - A. Location of workshop
   - B. Collect necessary materials

II. Introduction

III. Slide presentation of other visuals
   - A. Introduction
   - B. Answer questions after viewing

IV. Career guidance program
   - A. Brief overview
   - B. Actual guidance activities
     1. self-appraisal
     2. values worksheet
     3. problem solving
     4. career guidance activity

V. Describe consumer/homemaking class
   - A. Purpose
   - B. Class structure
   - C. Areas covered

VI. Describe occupational activities class
   - A. Purpose

B. Class structure

C. Areas covered

VII. Interdisciplinary approach

A. Brief overview

B. Activities

1. motivational activity

2. activities for various subject areas

VIII. Wrap-up

A. Discuss need for teaching changes

1. more concern with worker than product

2. relevancy

B. Question and answer session

It is helpful to receive feedback after a workshop. This helps the presenter judge the effectiveness of a presentation. A sample workshop evaluation form is found in the appendix on page 82.

New staff members. A necessary part of implementing a program is sharing materials and methods with the staff. Staff turn-over will make it difficult to retain continuity of the program unless there is on-going instruction for new members. The following model is used effectively in Vale Middle School:

I. Introduction

A. Four major life roles

B. Primary objectives of state

C. Career Awareness (general overview)

D. Career Exploration (general overview)

E. Specific concepts covering all career education

1. relevancy to life

2. relevancy to student

3. resource people and places

II. District materials should stress people in their jobs

A. Guidance aspects of career education

1. Introduce use of Student Needs Assessment Guide

2. use some activities with staff

B. Use of Community Resource Guide

1. purpose

2. where located

3. how to use

C. Interdisciplinary approach

1. cluster idea

2. (subject matter) responsibility

III. Wrap-up

A. Question and answer session

B. Set date for next workshop

Visitations. In most public schools available financial resources seem barely adequate to maintain existing programs at optimum levels--let alone provide funds for program alteration or expansion. The additional expense of securing extra personnel, facilities, equipment, and materials to implement new and greatly needed programs in career education is usually a serious problem. Experience indicates that

acceptance of the new program by the local community is a key ingredient to its success.

Showing community members a successful career exploration program in action is an important early step toward developing community support. Since it is not always possible to transport an entire community long distances to see career education programs in action, the next best thing is to send representatives--school board members, administrators, advisory committee, and staff members. Once these representatives begin to understand what career education is all about, they will be more likely to support the program and help in its development.

Individuals who observe career education in operation should be very attentive to:

1. School climate - are the students happily engaged in projects?
2. Staff attitude - is the staff enthusiastic about the school?
3. Plant appearance - a happy, busy student body has little time for destroying property.
4. Written guidelines for programs - few schools have a permanent staff and written guidelines provide continuity.
5. Concern for the welfare of individual students.

After the visitation a meeting should be held to share impressions and ideas.

COMMUNITY INVOLVEMENT

The success of any school program is enhanced when it is supported by the community. To support a program, the community

must be well-informed and involved with the planning and development of the program. The following ideas point out specific and general methods to be used not only in planning and developing a career education program but also in keeping the community informed and updated once the program is implemented.

Lay Advisory Committee. The lay advisory committee makes an excellent sounding board for community ideas and input. Committee members can also be beneficial in "selling" a program that they approve. It is extremely important to remember this when developing new programs. It is difficult to contact all the constituents of the district personally and convince them of the merits of the program being planned; a lay advisory group can help.

Care should be taken to ascertain that members of the lay advisory council represent a wide variety of occupations. The more varied the occupations the better will be the communications with all aspects of the community.

Selection criteria. Some of the same criteria used for selecting staff committees should be used to select advisory committee members. The selection should not be by popular vote nor on a volunteer basis. These people should be carefully evaluated before they are approached concerning their service on a committee.

It should be kept in mind that you are embarking upon the mission of career education to succeed, not to fail. Before selecting a committee, the administration and board

should have decided to implement career education; therefore, the task is not whether to have career education, but how and when. The task is to select supporters--not opposers.

The following ideas will be helpful to the board, staff or administration in selecting lay advisory committee members:

1. Develop a list of possibilities - arrange them in priority order.
2. Select members who are pro-education and pro-school.
3. Select members who are fair minded and receptive to change.
4. Select members who represent a wider variety of forces in the community.
5. Select members who have leadership ability.
6. Appointment must be made by the board, with recommendations by the administration and staff.
7. Advisory committee members must be able to work well with others.
8. Select members who know the community - people whom others will listen to.
9. Select members who are successful in their major occupation or life roles.
10. Select people who are flexible thinkers.
11. Keep the size of the committee to a workable limit.

Orientation. When the committee is formed, certain important rules should be kept in mind:

1. The committee should be well informed about what is to be done - this is the responsibility of the educators.
2. Establish with them a set of guidelines to be followed throughout the project.
3. Establish a tentative dissolution date - committees serve no purpose when kept intact too long.
4. It should be made clear that the committee will function in an advisory capacity to the board - not as final decision makers.

5. Do not meet without a purpose.

Meeting format. Community members and teachers who serve on the advisory council are busy people. Their time is valuable. Therefore, meetings must be carefully planned. The following checklist will help conduct successful committee meetings:

1. Meet with chairman to plan meeting.
2. Confirm facilities and equipment.
3. Prepare notice of meeting, agenda and other essentials.
4. Send out notice of meeting, agenda and minutes of last meeting two weeks in advance.
5. Prepare materials to be used at meetings.
6. Remind participants by telephone.
7. Arrive early to prepare:
    a. seating arrangements
    b. ash trays
    c. refreshments
    d. audio-visual aids
    e. note paper and pencils
8. Greet arrivals.
9. Conduct meetings.
10. Set date for next meeting.
11. Thank each participant as he leaves.
12. Evaluate meeting.
13. Write up minutes.
14. Prepare any special reports.
15. Mail copies of above.

16. Forward recommendations to administration.

17. Take other necessary action on recommendations. (If action is not taken, committee members should be informed of the reason.)

Community Resource Guide. A community resource guide is a systematic arrangement of information regarding all occupations and avocations available for study in a given community. Developing a community resource file includes gathering information, organizing that information into a usable form, and storing it in a readily attainable place for easy retrieval.

Gathering the information is a very difficult and time-consuming process. A survey of the community must be taken to identify places students can visit for career exploration and to establish a pool of resource people who are willing to come to school to share information about themselves and their careers. A community survey can be accomplished in three steps:

1. Consult the telephone directory--this step does not provide much specific information, but it is a very important first step. It provides a general idea of the types of businesses and organizations found in the community, and it supplies the background necessary for the next step.

2. Using a list of occupations such as that found in the Occupational Outlook Handbook, or a similar list, categorize as many people and businesses as possible. One way to approach this task is to paper the walls of a large room and list the occupations, leaving room to write in names. Information found in the telephone directory, as well as first-hand knowledge of local people, will help here.

3. Contact as many community members as possible by means of a questionnaire with a cover letter. A mail survey is one method of accomplishing this task, but

> the cost can be prohibitive and the returns disappointing. Excellent results can be attained by sending questionnaires home with students to be completed by parents and returned to school. The questionnaire should also become part of the enrollment process for new students. Many businesses and organizations will provide lists of employees and distribute and collect questionnaires. A sample questionnaire can be found in the appendix on page 83.

The information gained from the survey can be recorded. A 5" X 8" index card can be developed on which to record the information. One side of the card may contain information about the contacted individual, including present and past occupations, hobbies, address, employer's address, and other pertinent information. The other side of the card can provide a record of use including spaces for teacher evaluations or the suitability of the presentation. This record of use is designed to prevent overuse of any resource.

Once the information has been recorded on index cards, the cards must be organized into a usable format. General occupations found in the Occupational Outlook Handbook are useful in this area. Any such list should be modified to accommodate those occupations found within a given community.

It is very important that the guide be kept up to date. New families must be surveyed and information entered in the guide. When families leave, their cards must be removed.

Up dating the community resource guide is of value only if the guide is readily available to teachers. The school library is often a convenient location for the guide. Duplicate guides should be made if one central location is not sufficient.

An evaluation form is included in appendix on page 84 to help determine the usability of a Community Resource Guide.

Other methods. The following are suggested ideas to be used to initially inform the community or keep it updated on the career education program:

1. parent-teacher conferences
2. school bulletins
3. student news papers
4. word-of-mouth
5. local newspapers
6. local radio and television stations
7. lay advisory committee members
8. school board members
9. local civic organizations
10. churches
11. school functions--spring fairs--open house
12. student-to-parent word of mouth
13. community bulletin boards
14. school bulletin boards
15. classified personnel
16. National Education Week
17. senior citizens
18. articles in State and National publications
19. any others

ARTICULATION

It will probably be a long time before any student can name all career clusters as a grade schooler, narrow down and explore those interests as a middle schooler, and then concentrate on one cluster for initial preparation skills as an eleventh grader. Making it possible for students to move easily and logically from one career education "stage" to another is vital for a good career education program.

Some districts have chosen to begin their implementation of career education at one or the other of the stages: 1) awareness for elementary students, 2) exploration for junior high or middle school students, or 3) more specialized preparation for the eleventh and twelfth graders.

Consider the plight of many eighth, ninth, and tenth graders who have not attended schools with a well-developed career education program. When scheduling time comes around, they must decide what courses to choose - strictly college prep (Mom's and Dad's choice), business education (girlfriend Sally's choice), or the new health services cluster (Uncle Pete is an inhalation thereapist) - without having had any chance to explore those areas for themselves.

If you are truly interested in helping the student make wise and well-though-out career choices, then articulation between institutions becomes a vital matter. Linkages are needed, for instance, between the elementary school and middle school/junior high school, the middle school/junior

high school and high school, the high school and community colleges, vocational/technical training centers, or higher educational institutions, to assure smooth transition and to avoid costly duplication and overlapping. In other words, it is extremely important that the right hand lets the left hand know what it is doing. If this does not occur then needless duplication often takes place.

It is also extremely important that there is dialogue between staff members of various schools in a district. This will not only help individual schools with program designing but also help to improve staff relationships.

DISSEMINATION

One of the important ways in which our educational enterprise gains is by means of sharing unique ideas and innovations with others. Dissemination and sharing can be realized in many forms. One unique method of sharing is through capturing good ideas by sight and sound techniques. Of course the very best means is person-to-person or on site visitations. The two ideas that follow are proven techniques for sharing ideas about career education:

Sound-slide presentations. The use of a sound-slide presentation can greatly simplify program explanation and enhance group understanding. Before starting production of a slide series one should consider the following:

1. Is the presentation to be informative or persuasive?

2. Should the presentation be an in-depth study or a brief overview?

3. Will audiences be friendly?

4. What is the probable level of audience sophistication?

5. Should there be different slide series for different audiences?--for different purposes?

Once one has answered these questions, the slide series can be produced.

Producing a sound-slide program. Listed below are step-by-step procedures that should enable any district or committee to develop a sound-slide series. It is strongly suggested that the script be written first and slides produced to match the script:

I. Content selection

   A. Determine the topic

   B. List objectives

   C. Be realistic about the scope of the presentation

   D. Consider the probable audience

II. Planning

   A. Prepare an outline of content

   B. Tentatively decide visuals based on content outline

   C. Provide for continuity of presentation

   D. Visit shooting sites to roughly decide placement of important elements in each slide

   E. Check arrangement and continuity of entire presentation

III. Script preparation

   A. Prepare a scene-by-scene narrative. This should be an expansion of the original outline

Storyboards will help in:

1. generating, collecting, and organizing ideas and visuals
2. coordinating production steps
3. creating integrated visuals and narration
4. preventing wasted effort

B. Write a work copy of the narration; leave wide spaces, or double spacing, between lines; leave at least a two-inch left margin

C. If possible, have a second party read the script and make suggestions

D. In left margin describe visuals and match with narration. (A good rule is one slide for each 25 words.)

E. Type the final script with the visual number and description left of narration; double space all narration; quadruple space between visual changes

IV. Final production

A. Take pictures to illustrate presentation

1. shoot daylight exposed pictures on a clear day with front or side lighting
2. keep all important elements of indoor flashbulb pictures within a five to ten foot zone
3. get close to the subject so that the important elements of the picture fill the view finder
4. take action pictures when possible
5. take care in composing each shot to avoid distractions

B. Number slide frames to agree with script

C. Edit the narration and prepare the final script

D. Narrate tape in a quiet room

E. Supply slide change signals

Hosting visitors. The purpose of hosting visitors from other schools is to share ideas and materials developed on career education. To do a good job of this it is helpful for visitors to talk to the committee who developed the program. Therefore, visitations should be arranged in advance so the committee can be better prepared to meet with visitors.

People visiting a school to see a program in action would like to see: 1) a visual presentation showing concepts of that program, 2) students involved in that program, 3) written guides that could be taken into the classroom and used, 4) the physical plant, materials, and equipment needed to offer the program, and 5) the people involved in designing the program.

I. Introduction
   - A. Brief welcome by administration
   - B. Introduction of those present
   - C. Slide presentation (if available)
   - D. Distribute class schedule
   - E. Map of school building
   - F. Set aside hospitality room for guests

II. Room visitations
   - A. Classroom visitation
     1. guidance activity
     2. career guidance activity
     3. career education visible in class
        - a. community resource person
        - b. interdisciplinary career exploration activity

B. Occupational activities class in action

C. Consumer/homemaking class in action

D. Career education bulletin boards

III. Meeting with committee

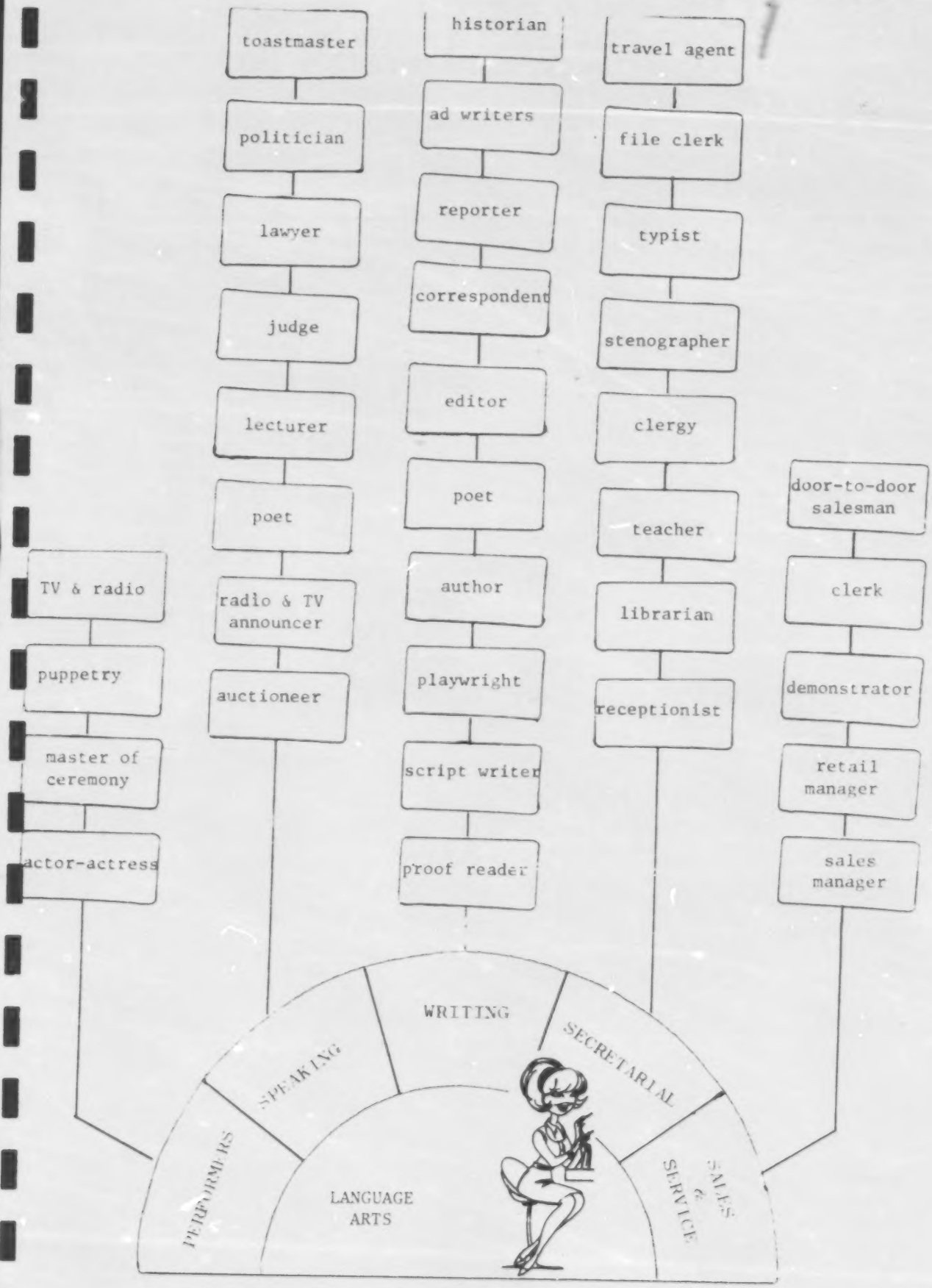
A. Exploration of district materials

B. Display of commercial materials

C. Answer questions and have informal discussion

It is helpful to receive feedback from any group visiting a program. This allows the committee to judge the effectiveness of a presentation. For a sample visitation evaluation questionnaire see appendix page 85.

APPENDIX


toastmaster
politician
lawyer
judge
lecturer
poet
radio & TV announcer
auctioneer
historian
ad writers
reporter
correspondent
editor
poet
author
playwright
script writer
proof reader
travel agent
file clerk
typist
stenographer
clergy
teacher
librarian
receptionist
door-to-door salesman
clerk
demonstrator
retail manager
sales manager
TV & radio
puppetry
master of ceremony
actor-actress
WRITING
SECRETARIAL
SPEAKING
PERFORMERS
LANGUAGE ARTS
SALES & SERVICE

OCCUPATIONS IN ADVERTISING

A. CONCEPT: The advertising field offers a variety of interesting job possibilities.

B. Related occupations:

copy writer
ad salesman
layout artist
photographer
proofreader
design artist
printer
commercial artist
teacher (in journalism school or college)
fashion artist
TV programmer
movie cameraman
actor
calligrapher
dancer
researcher (psychologist)
window decorator
recording technician
makeup artist
model
film technician

C. Suggested procedures:

1. Spend a class period discussing the nature of advertising: What is the relationship to propaganda? What are some examples of sweeping generalizations, snob appeal, bandwagon approach, exaggeration, appeals to basic drives.

2. Find example of advertising which are somewhat misleading.

3. Working in small groups, using magazines, compile an ad for an imaginary product.

4. Using tape recorders, prepare commercials for radio. Include actors to simulate TV commercials.

5. Invite a photographer to class to discuss his profession in relation to advertising.

6. Visit the local newspaper; observe workings of ad department in all aspects from sales to layout.

7. Using want ads, "spend" a given amount of money on automobile, real estate, miscellaneous.

8. Write a want ad selling miscellaneous items, eliminating all unnecessary words for economy.

9. "Sell" a favorite book or other product to the class.

HOW TO KEEP A JOB

#168

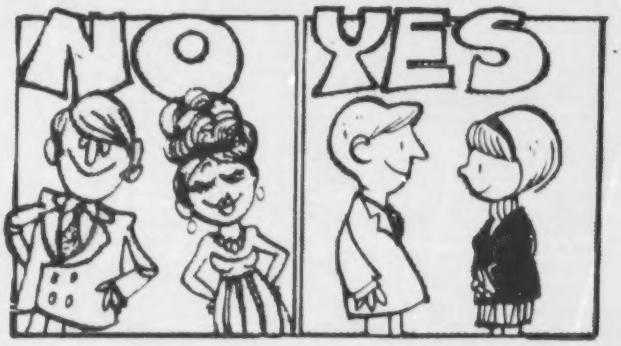
Discuss with the class the ten points to help keep a job. Have students add one more point to the list and illustrate that point.

You've got the job! You start tomorrow! And right now you feel as if butterflies are having a party in your stomach. You are wondering, "Will I like it? Will they like me? Can I do the job?"

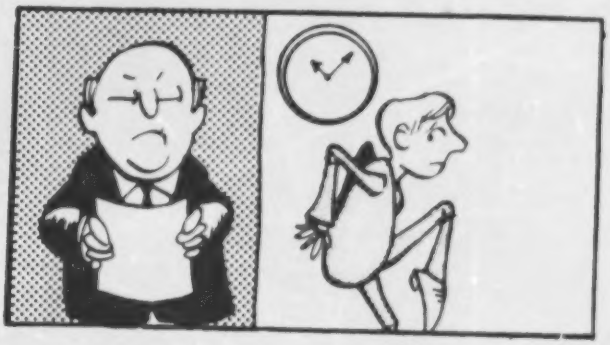
Relax. Your new boss must have thought you could do the job, or he would not have hired you. He wants you to work for him. He wants you to do well. And you will - if you follow a few simple rules!

Here are the rules:

1. Look right for the job. Fancy party clothes or jazzy sport clothes are not right for business. The rule here is clothes that are simple, clean, and neat. (That goes for hairdos and haircuts, makeup and fingernails, shoes & shaves, too!)



2. Be on time, coming and going. People who come in late, take long lunch hours, or leave early are cheating the boss of time he is paying for. Don't think he won't notice. He'll remember when you ask for a raise.



3. If you can't come to work, call the boss and tell him. No business can operate without workers. Your boss needs to know if you can't be there, so that he can get somebody else to do your work that day.

4. Do the work that has to be done. Every job has parts of it that are no fun. Some secretaries hate to file. Some mechanics hate to clean up and put away tools. But your work isn't finished until every part of it is done.

How to keep a job, cont.

5. When you're on the job, work on the job. Horsing around, taking other workers' time with conversation, or making personal phone calls, all take time away from work. Business hours are for business.

6. Be polite to everyone. Get along with people. Keep your temper even if someone is rude to you. You will notice that the nicest people you work with are the ones who are always ready to help. Be like them.

7. Do what you are asked to do. Your boss may ask you to do something that is not the work you think you were hired to do. It happens to everybody. Don't argue about it. Just do it as well as you can. You might learn something new.

8. Get to be good at your job. Learn to do it fast and well. When your employer needs someone for a better job, he will probably consider one of his workers for it. If you have done your job well, you may get promoted.

9. Be able to take instruction. Don't think you know more than your boss. Remember, he's been on the job a lot longer than you. So if his instructions seem strange to you, don't say, "That's not the way we learned it in school. Do it his way.

10. Be able to take criticism. Don't think your boss is picking on you if he tells you you're doing something wrong. He wants you to succeed on your job. The chances are that what he tells you is for your own good.

GENERAL OCCUPATION _____

SPECIFIC JOB TITLE _____

PART-TIME OCCUPATION _____

FORMER OCCUPATION _____

HOBBIES _____

NAME _____

HOME ADDRESS _____ PHONE _____

BUSINESS ADDRESS _____ PHONE _____

EMPLOYER _____

EMPLOYER'S ADDRESS _____ PHONE _____

WILL ACCEPT GROUP VISITATIONS _____

WILL COME TO SCHOOL _____

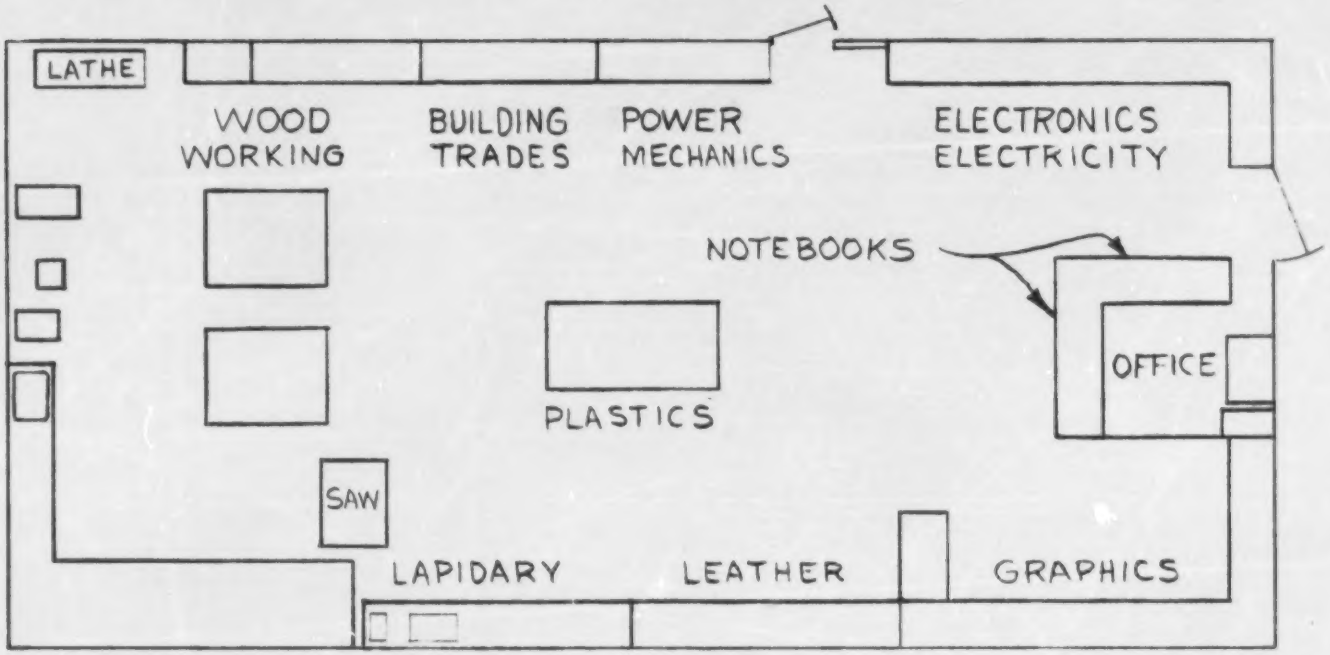
SPECIAL FEATURES (Films, Slides, Exhibits, etc.) _____

_____

RECORD OF USE

DATE	TEACHER, GRADE, & GROUP SIZE				TYPE & LOCATION OF PRESENTATION	TEACHER EVALUATION & COMMENTS RATE AS GOOD--FAIR--POOR

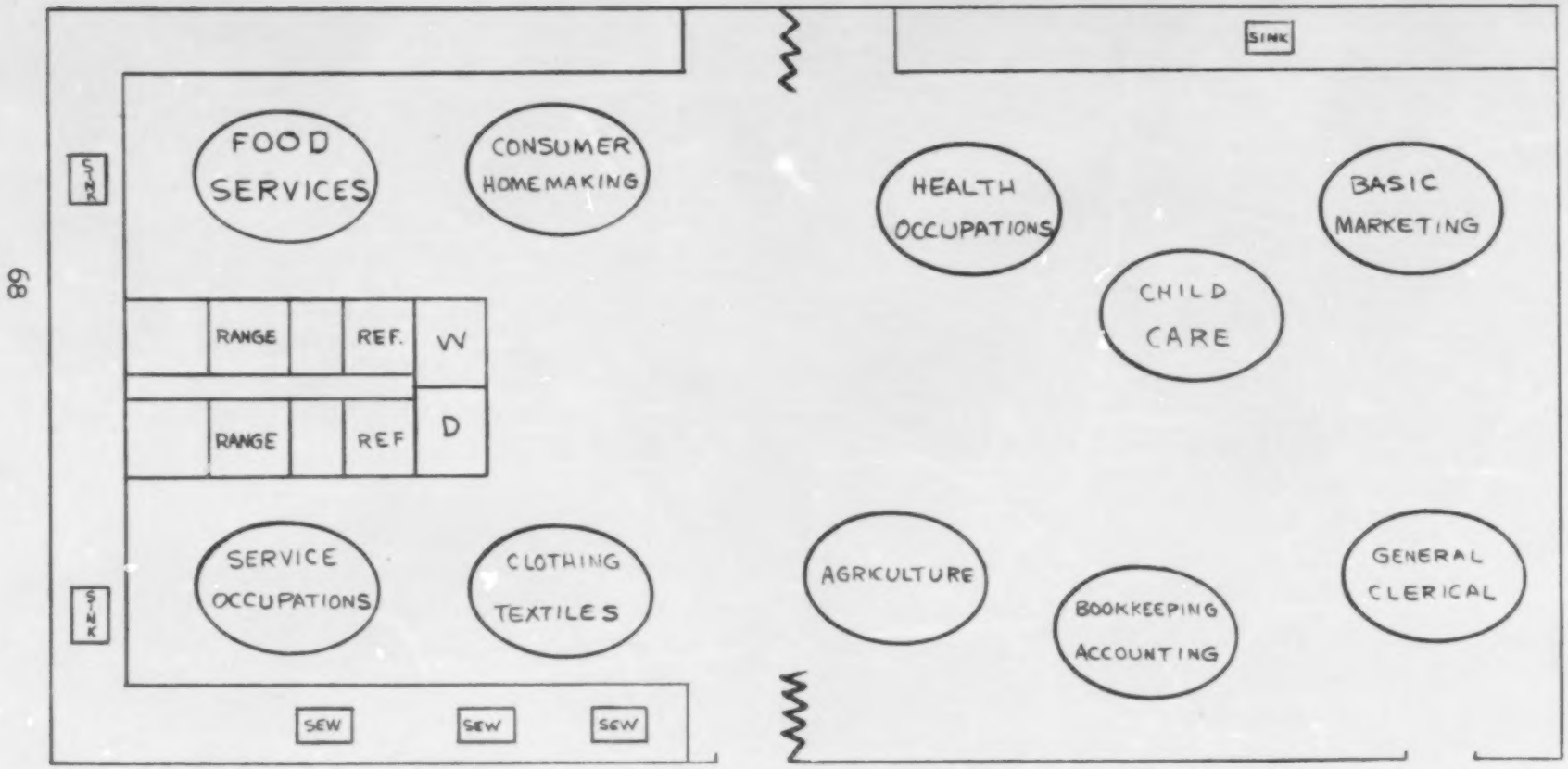
OCCUPATIONAL ACTIVITY BUILDING
VALE MIDDLE SCHOOL
VALE OREGON



SCALE 1/8" = 1'

67

CONSUMER-HOMEMAKING
VALE MIDDLE SCHOOL



STUDENT CAREER EXPLORATION QUESTIONNAIRE

Student Name _____

This questionnaire is to find how you as a student feel about the career education program in Vale Middle School.

1. Do you feel that the career education program has been of value to your education?

   _____Much _____Some _____None

2. At the beginning of middle school, how much knowledge did you have of career opportunities?

   _____Much _____Some _____Little

3. At the end of your stay in middle school, how much knowledge did you have of career opportunities?

   _____Much _____Some _____Little

4. Have you had a chance to explore a wide variety of career opportunities?

   _____Much _____Some _____Little

5. Do you now know more about future employment opportunities?

   _____Much _____Some _____Little

6. Does your school have career information materials on hand?

   _____Much _____Some _____Little

7. Have you learned how to apply for a job?

   _____Much _____Some _____Little

8. Have you learned the legal implications of getting a job?

   _____Much _____Some _____Little

9. Have you had any opportunity to use what you've learned in career education outside of class?

   ____Yes ____No Where? _____At home _____Other

10. Are you learning anything special outside of school to help prepare you for the world of work?

_____Yes _____No

If yes, explain _____

_____

_____

_____

EVALUATION OF STUDENT NEEDS ASSESSMENT GUIDE

The following questionnaire was developed to help you evaluate the use of the Student Needs Assessment Guide developed for your use.

1. Do you have a student needs assessment guide relevant to your school needs and philosophy?

   _____Yes _____No

2. How would you rate the usability of your student needs assessment guide?

   ___Highly useful ___Of considerable use ___Needs alterations

3. Does the student needs assessment guide provide a means for helping students become aware of self--physically, emotionally, and socially?

   ___Highly useful ___Of considerable use ___Needs alterations

4. Does the student needs assessment guide provide activities to help students improve self-image and self-confidence?

   ___Highly useful ___Of considerable use ___Needs alterations

5. Does the student needs assessment guide contain activities that can be used to help students develop a greater understanding of interpersonal relations?

   ___Highly useful ___Of considerable use ___Needs alterations

6. Does the student needs assessment guide contain activities that will help students develop and clarify their own value system?

   ___Highly useful ___Of considerable use ___Needs alterations

7. Does the student needs assessment guide contain activities designed to help students appreciate the importance of decision making?

   ___Highly useful ___Of considerable use ___Needs alterations

8. Does the student needs assessment guide contain activities

that will help students become aware of their own occupational potentials?

___Highly useful ___Of considerable use ___Needs alterations

9. Does the student needs assessment guide contain activities that will help students understand themselves in terms of choosing a career?

___Highly useful ___Of considerable use ___Needs alterations

10. Does the student needs assessment guide contain activities that will help students develop a positive attitude toward the world of work?

___Highly useful ___Of considerable use ___Needs alterations

11. Does the student needs assessment guide contain activities that will help students develop skills necessary for gaining employment?

___Highly useful ___Of considerable use ___Needs alterations

12. Does the student needs assessment guide contain activities that will help students better understand job requirements?

___Highly useful ___Of considerable use ___Needs alterations

13. Does the student needs assessment guide contain activities that will help students gain a background on the cluster concept?

___Highly useful ___Of considerable use ___Needs alterations

14. Does the student needs assessment guide contain activities that will help students understand how to maintain employment?

___Highly useful ___Of considerable use ___Needs alterations

15. Does the student needs assessment guide contain activities that will help students become aware of job trends for the future?

___Highly useful ___Of considerable use ___Needs alterations

16. Does the student needs assessment guide contain activities that will help students appreciate the importance of leisure time activities?

___Highly useful ___Of considerable use ___Needs alterations

EVALUATION OF INTERDISCIPLINARY GUIDE

The following questionnaire was developed to help you evaluate the use of the Interdisciplinary Guide developed for your use.

1. Do you have a career education interdisciplinary guide relevant to your school needs and philosophy?

   _____Yes _____No

2. How would you rate the usability of your interdisciplinary guides?

   ___Highly useful ___Of considerable use ___Needs alterations

3. How would you rate the usability of the "exploratory cluster chart" found in the interdisciplinary guide?

   ___Highly useful ___Of considerable use ___Needs alterations

4. Can many of the activities found in the interdisciplinary guide be conducted without specialized facilities and/or equipment?

   ___Highly useful ___Of considerable use ___Needs alterations

5. Do the activities in the interdisciplinary guide enable instructors to help students relate subject matter to real life situations?

   ___Highly useful ___Of considerable use ___Needs alterations

6. Do the activities in the interdisciplinary guide enable instructors to help students discover possible job choices related to subject areas?

   ___Highly useful ___Of considerable use ___Needs alterations

7. Do the activities in the interdisciplinary guide enable instructors to expose students to a full range of occupational opportunities?

   ___Highly useful ___Of considerable use ___Needs alterations

8. Do the activities in the interdisciplinary guide enable

instructors to help students learn that related skills can be used in a variety of careers?

___Highly useful ___Of considerable use ___Needs alterations

9. Do the activities in the interdisciplinary guide enable instructors to help students become familiar with vocabulary terms basic to all occupations?

___Highly useful ___Of considerable use ___Needs alterations

10. Do the activities found in the interdisciplinary guide enable instructors to help students become aware of their own interests, abilities, and skills and how these relate to the life roles?

___Highly useful ___Of considerable use ___Needs alterations

11. Do the activities found in the interdisciplinary guide enable instructors to help students become aware of the life roles: 1) family member, 2) citizen, 3) economic provider, and 4) leisure time person?

___Highly useful ___Of considerable use ___Needs alterations

12. Do the activities found in the interdisciplinary guide enable instructors to expose students to many job opportunities within their own community?

___Highly useful ___Of considerable use ___Needs alterations

13. Do the activities found in the interdisciplinary guide enable instructors to expose students to a large number of occupations through field trips?

___Highly useful ___Of considerable use ___Needs alterations

14. Do the activities found in the interdisciplinary guide enable instructors to provide opportunities for students to learn about people in various careers through visitations to school by community resource people?

___Highly useful ___Of considerable use ___Needs alterations

15. Do the activities found in the interdisciplinary guide enable instructors to expose students to the cluster concept?

___Highly useful ___Of considerable use ___Needs alterations

16. Do the activities found in the interdisciplinary guide enable instructors to provide students with the opportunity to use basic tools and equipment associated with various broad occupational fields?

___Highly useful ___Of considerable use ___Needs alterations

17. Do the activities found in the interdisciplinary guide enable instructors to help students learn to use basic hand tools commonly used by everyday citizens?

___Highly useful ___Of considerable use ___Needs alterations

18. Do the activities found in the interdisciplinary guide enable instructors to help students learn to use basic principles relative to the creation and use of certain kinds of energy?

___Highly useful ___Of considerable use ___Needs alterations

19. Do the activities found in the interdisciplinary guide enable instructors to help students develop an awareness of relevant factors in decision-making?

___Highly useful ___Of considerable use ___Needs alterations

GUIDELINES FOR ADVISORY COUNCIL
FOR CAREER EDUCATION IN
VALE ELEMENTARY SCHOOL DISTRICT #15

Name of Organization

A. The name of this organization shall be School District #15 Advisory Council for Career Education.

Purpose

A. The purpose of this council is to develop a community experience based career exploration program to meet the needs of approximately 170 students in grades seven through eight at Vale Middle School, and an awareness program to meet the needs of approximately 450 students in grades one through six at Vale Elementary School.

B. Lay Advisory Committee - A committee of citizens organized for the purpose of serving in an advisory capacity to the Career Education Program for Elementary School District #15, Vale, Oregon. This committee shall function only in relating to the Career Education Program.

C. Faculty Advisory Committee - A committee of teachers organized for the purpose of assisting in the planning and implementation of a comprehensive Career Education Program in School District #15.

Make up of the Advisory Council

A. An Advisory Council shall be formed which shall consist of a lay committee and a faculty committee. The Advisory Council shall also contain two ex officio members, one from the Board of Directors and the Superintendent of School District #15.

Membership in Advisory Council

A. The Advisory Council shall consist of a lay committee and a faculty committee plus two ex officio members, one from the Board of Directors of School District #15, and the Superintendent of School District #15.

B. Lay Advisory Committee - The Lay Advisory Committee shall consist of six (6) members, selected from a cross section of citizens of School District #15. They shall be notified of their selection by written notice.

C. Faculty Advisory Committee - The Faculty Advisory Committee shall consist of six (6) members of the faculty chosen from Vale Elementary School District #15 teachers.

1. This committee shall consist of three (3) members representing the awareness area of career education.
2. This committee shall consist of three (3) members representing the exploration area of career education.

Selection of Advisory Council

A. The selection of members for this council shall be determined by suggestions from council members, administration, and school faculty with the final approval coming from the Board of Directors of the Vale School District #15.

B. Selection of Lay Advisory Committee - Initial selection of members for the Lay Advisory Committee shall be made from suggestions of the Vale School District #15 faculty and administration. Selection of future members to fill vacancies shall also include suggestions from members of the lay advisory committee.

C. Selection of Faculty Advisory Committee - The selection of members for the faculty advisory committee shall be suggested by the administration.

Term of Membership

A. The term of membership shall be in one year periods. The term of membership shall begin on the thirty-first day of May.

B. In accepting membership the members shall agree to attend meetings regularly and take an active part in all functions of the career education program.

Resignation of Membership

A. Resignation of members shall be in writing and submitted to the Board of Directors of School District #15.

Filling Vacancies on Advisory Council

A. Vacancies will be filled the same methods as original selections were made.

Meeting of Advisory Council

A. The Advisory Council shall meet a minimum of three times each year.

B. Other meetings may be called at the discretion of any member of the council with the approval of the chairman.

Officers and Terms

A. The officers for the Advisory Council shall consist of a chairman and secretary, which shall be chosen from members of the council at large.

B. The term of office shall last one year.

Duties of Officers

A. The Chairman will preside over and conduct meetings according to accepted parliamentary procedure.

B. The secretary will prepare and read minutes and attend to official correspondence.

Publicity

A. All publicity related to Advisory Council actions and

decisions will be channeled through the Advisory Council and released by the school administration.

Limitations

A. The Advisory Council should recognize that it functions in an advisory capacity only. It should be noted, therefore, that only the Board of Directors of School District #15 has legal authority in actions regarding finances, personnel or policies.

Responsibilities of Members of Advisory Council

A. It should be noted that while both the Lay Advisory Committee and the Faculty Advisory Committee form the Advisory Council, duties and responsibilities will vary. For example: The Faculty Advisory Committee may meet several times to develop basic ideas that will later be confirmed, revised, etc. by the consultation of the Advisory Council. Some duties and responsibilities will be more specifically carried out by the Faculty Advisory Committee while other duties will be shared equally by the Faculty Advisory Committee and the Lay Advisory Committee.

B. The major responsibilities of the Advisory Council are as follows:

1. To investigate several existing projects in career education to find components that are adaptable to the Vale School District #15 program.
2. To develop a needs assessment guide for developing career awareness and exploration for students in Vale School District #15, as well as providing a transportable model to be used in other schools and the SIXCO area.
3. To assist planning of physical facilities to accommodate the community experience based career

exploration program in Vale Middle School

4. To aid in the planning, development, implementation, operation, and evaluation of a community experience based career education curriculum.
5. To develop a comprehensive community resource guide to be used as a reference for implementing career awareness and exploration experiences for students.
6. To identify, develop, and assemble a list of print and non-print materials that would aid other schools in the SIXCO area in developing a career exploration program.
7. To develop a procedure for dissemination and taking the initiative for dissemination of all major materials and ideas related to the development of a community experience based career exploration program, that can be used at other SIXCO schools.
8. To develop a cadre of personnel whose knowledge and skills concerning career education (in the area of exploration and awareness) can be used by the Vale Elementary and Middle School, as well as other school personnel in the SIXCO area.
9. To assist in locating resource personnel for instructional purposes.
10. To assist in locating exploration sites.
11. To develop and maintain a scope and sequence of activities dealing with career education in grades one through eight.
12. To act as a liaison between community and school, primarily as an avenue of communication.
13. To develop an evaluation criteria, based on student performance, to measure the results of the awareness and exploratory program.

Future Responsibilities of Advisory Council

A. The future responsibilities of the Advisory Council are as follows:

1. To continue an evaluation process based on student performance to measure the results of the awareness and exploratory program.
2. To continue to function in an advisory capacity and to keep the community resource guide up to date.
3. To assist field trip supervisors in avoiding saturation in certain areas.
4. To make recommendations concerning the future design and implementation of career education in School District #15.

Approved by: Lay Advisory Committee

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Approved by: Faculty Advisory Committee

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Date: _____

WORKSHOP EVALUATION

Presenter_____

The following survey was designed to help you evaluate our workshop effectiveness in relation to career exploration.

Indicate your reaction to the presentation by placing the number on the line that most closely corresponds to your feelings.

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly agree

_____ 1. The overall purpose of the workshop was realistic.

_____ 2. The presenter was well organized.

_____ 3. The concepts or ideas presented were of interest to me.

_____ 4. These concepts are adaptable/adoptable to my school responsibilities.

_____ 5. The presentation helped me to gain a better understanding of career exploration.

_____ 6. The developed activities and/or materials would be interesting and useful to students in career exploration.

_____ 7. I would be interested in spending additional time with this presenter.

_____ 8. My overall rating of this presentation is:

_____ poor ___ good

Any additional comments you would like to make are welcome.

COMMUNITY RESOURCE QUESTIONNAIRE ON CAREER EDUCATION
VALE SCHOOL DISTRICT #15

Name of individual or business _____

Address _____ Telephone _____

Present occupation or type of business _____

Former occupations _____

1. If you are in business (farming, ranching, manufacturing, public service, or other) would you be willing to have a small group of students visit your place of business sometime during the school year? (All groups will be small and well supervised. Also, schedules will be set for your convenience and requests will be kept to a minimum.)

   Yes _____ No _____

2. If you are an employee of a business or organization, would you be willing to come to school to share information about your work experience with student? (Prior arrangements will be made by the school with your employer, visits will be short and requests will be kept to a minimum.)

   Yes _____ No _____

3. If you have hobbies, recreational interests or special talents that would be of interest to students, please list these below:

   A. _____ C. _____

   B. _____ D. _____

4. If there are special features about your occupation or business (exhibits, films, tapes, collections, pictures, pamphlets or slides) that you feel would help students learn more about your occupation please identify these below:

   A. _____ C. _____

   B. _____ D. _____

Your willingness to cooperate in this matter on the part of our students is appreciated.

EVALUATION OF THE COMMUNITY RESOURCE GUIDE

The following questionnaire was developed to help you evaluate the usability of the Community Resource Guide.

1. Do you have a Community Resource Guide relevant to your school needs and philosophy?

   _____ Yes _____ No

2. Is the Community Resource Guide a comprehensive instrument covering at least 90% of the available people and their occupations found in your community?

   _____ Yes _____ No

3. Have adequate provisions been made to keep the Community Resource Guide up to date? (People moving into and out of the community.)

   _____ Yes _____ No

4. Is your Community Resource Guide readily available to staff and students?

   _____ Yes _____ No

5. Has the record of use found on the back of the Community Resource Guide cards been kept up-to-date in both libraries?

   _____ Yes _____ No

6. Have you found the information listed on the Community Resource Guide cards adequate for your needs?

   _____ Yes _____ No

7. How would you rate the usability of the Community Resource Guide?

   _____ Highly useful

   _____ Of considerable use

   _____ Needs alterations

VISITATION QUESTIONNAIRE

Your position in school is:

Administration	_____	Lay Committee	_____
School Board	_____	Other	_____
Teacher	_____		

We are pleased that you visited our school to learn more about our career education program. We would appreciate it if you would take the time to answer this brief questionnaire.

1. What was your impression of the general atmosphere of Vale Middle School?

2. Did you find the visual presentation clear and informative?

3. After the visitation did you understand the basic components of the career exploratory program developed for Vale Middle School?

4. During the visitation did you receive written materials that will help you teach career exploration?

5. If your visitation was arranged in advance, were the staff members punctual?

6. Any additional comments you would like to make are welcome.